DOCUMENT RESUME

ED 051 750 HE 002 222

AUTHOR	Merryman, Mary F.; Kerwin, Leo
TITLE	A Three Semester Study of the Credit - No Credit Option in the College of Arts and Sciences, University of Missouri, Kansas City.
INSTITUTION	Missouri Univ., Kansas City.
PUB DATE	71
NOTE	26p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Courses, *Credit No Credit Grading, *Credits, Grades (Scholastic), *Higher Education
IDENTIFIERS	*Missouri University (Kansas City)

ABSTRACT

This report presents the findings of a study based upon the three successive semesters that a credit-no credit option was introduced in the College of Arts and Sciences at the University of Missouri, Kansas City. The purpose of the option was: (1) to encourage students to attempt courses they otherwise might not attempt; and (2) to reduce some of the competitiveness for grades. Of the 254 students who selected the option, 75 percent received credit; it appeared that students had a better chance of receiving credit if they were more advanced in class ranking. Generally, students who elected a course on the credit-no credit basis were better than average students. Results of a questionnaire sent to students participating in the option indicated that students used the option primarily to reduce pressure for a grade, but also (about 40 percent) to explore outside their area of interest. Most students said they did as much work in the credit-no credit course as in a regularly graded course, though they agreed the option did remove some of the pressure for a grade. Almost all students were very satisfied with the option. A copy of the guidelines for use of the option is appended to this report. (AF)

ED051750

A Three Semester Study of the Credit - No Credit Option in the COLLEGE OF ARTS & SCIENCES

University of Missouri - Kansas City

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Mary F. Merryman
Assistant Dean

Leo Kerwin
Academic Advisor

HE 002 222

A STUDY OF THE CREDIT - NO CREDIT OPTION - COLLEGE OF ARTS & SCIENCES

In the spring semester 1969 the Credit-No credit option was introduced in the College of Arts & Sciences. This option was approved for an initial trial period of two years. The purpose of the Credit-No credit option is two-fold.

1) to encourage the student to attempt courses which he might otherwise hesitate to try and/or to explore areas outside his major; thus broadening and enriching his undergraduate experience and 2) to reduce some of the pressure and competitiveness for grades. A copy of the guidelines for use of the Credit-No Credit option is appended to this report.

This report will present findings based upon the three successive semesters the program has been operative since its introduction. Specifically the information contained within the report is based upon the Spring 1969, Fall 1969, and Spring 1970 semesters. The purpose of this study is to attempt to determine the use of the Credit- No credit option and to evaluate its effectiveness. As in the initial Spring 1969 study, two means to secure information relevant to the study have been utilized. One has been the use of records which indicate the courses elected for Credit-No credit and the academic performance of students who elected the Credit-No credit option. The second has been the use of a questionnaire which was distributed to all students who elected the Credit-No credit option.

Any course could be elected on the Credit-No credit option except Freshman English or a course in the student's major. This election was indicated on the student's official program during his pre-advisement as well as on a

"special registration request" form signed by the student at the time of his registration.

RESULTS

Two hundred fifty-four students have elected to use the Credit- No Credit option during the first three semesters it has been operative. A progressive increase in the use of this option has been in evidence. In the spring of 1969, 62 students chose this option, 80 did in the second semester(fall 1970), and 112 elected this option in the third semester (spring 1970); also 6 students repeated the option in the fall of '69, and 29 students elected again the option in the spring of '70. A total of 134 students selected a general requirement course for Credit-No credit, 42 a lower division course, and 78 a junior-senior level course.

TABLE I
CREDIT-NO CREDIT BY TYPE OF COURSE

Type of Course	Number of Persons	Credit	No-Credit
General Requirement	134	104	30
Lower Division (100-200)	42	31	11
Junior-Senior Level	78	56	22
Total	254	191	63

From information in the above table, it can be noted that of the 254 students who selected a course for Credit-No credit, 191(75%) received credit for the course; e.g. a "C" or better; 63(25%) received no credit for the course, e.g. a "D", "F", "W".

In order to minimize any possible differentiation on the part of the professor due to the selection of the Credit-No credit option as compared with the regular grading the following procedure was adopted. The student in consulation with

his advisor selected a course for Credit-No credit, this selection was duly noted on an official form at the time of his registration, and the instructors were notified to assign letter grades for each and all students. The letter grade was translated to "C" or "NC" by the Registrar for those students who chose the Credit-No credit plan. A grade distribution according to the type of course is presented in Table II

TABLE II
GRADE DISTRIBUTION BY TYPE OF COURSE

Type of Course	Grade Recieved							Total
	Credit				No-Credit			
	A	B	C	Cr	D	F	W	
General Degree Requirement	13	44	47	0	11	10	9	134
Lower Division	6	12	13	0	3	6	2	42
Junior-Senior Level	10	22	21	3	5	10	7	78
	29	78	81	3	19	26	18	254

Of the 191 students receiving the credit for the course, 29 received an"A", and 78 received a "B", and 81 received a "C", and three "Cr". These three Credit grades were given in a "Special Readings Course" in which apparently the only grade turned in by the professor was either Credit-No credit. Thus of the 191 students receiving credit, 107(55%) received either an "A" or "B". These 107 students receiving either an"A" or "B" represents 42% of the total number of students electing the Credit-No credit option.

Of the 63 students receiving no credit, 19 had received a "D", 26 had failed, and 18 withdrew from the course elected on this basis.

In order to elect the Credit-No credit option, the student had to be at least of sophomore standing. There were 67 sophomores, 90 juniors and 97 seniors electing a course on this basis. Although data was not available concerning the mean

average by classification for this report for those electing the Credit-No credit option during the spring 1969 semester, such information was available for the 192 students electing this option during the Fall 1969, and Spring 1970 semesters. Such information revealed a progressive increase in the mean g.p.a. ascending in order with class ranking e.g. the sophomores had a mean g.p.a. of 2.876, the juniors 2.969, and the seniors 3.068.

Also, as indicated in Table III, it appears that a student seems to have a better chance of receiving a Credit grade the more advanced he is in class ranking. Approximately 70% of the sophomores, 73% of the juniors and 80% of the seniors received credit for the course they elected on the Credit-No credit option.

TABLE III
CREDIT-NO CREDIT BY STUDENT CLASSIFICATION

		Grade Assigned	
Classification	Number	Credit (%)	No Credit (%)
Sophomore	67	47 (70%)	20 (30%)
Junior	90	66 (73%)	24 (27%)
Senior	97	78 (80%)	19 (20%)

One of the purposes for the Credit-No credit option was to encourage students with a higher grade point average to explore subjects outside his possible major area of interest without fear of jeopardizing or lowering his g.p.a.. It would appear that from an analysis of the student's responses to the questionnaires and from an analysis of the mean grade point average, this desired purposes is being achieved. The mean grade point average of the students electing a Credit-No credit course was 2.986 (3.000 is a "B" average). The mean grade point average of these students receiving credit was 3.084; the mean grade point average of those not receiving credit was 2.716. By letter grade groupings and by semester the

mean grade point average is given below in Table IV.

TABLE IV
LETTER GRADE CREDIT-NO CREDIT AND MEAN GRADE POINT AVERAGE BY SEMESTER

Letter Grade	(N) Spring '69	(N) Fall '70	(N) Spring '70	(N) Cumulative
A's and B's	(27) 3.39	(32) 3.25	(52) 3.23	(110) 3.27
C's	(18) 2.75	(27) 2.95	(36) 2.77	(81) 2.83
D's, F's, W's	(17) 2.69	(21) 2.60	(25) 2.84	(63) 2.72
D's & F's	(12) 2.57	(17) 2.49	(16) 2.78	(45) 2.61

An analysis of the above table reveals that the mean cumulative grade point average of those students who recieved either an "A" or "B" in their selected course was for each semester and also cumulatively 3.0 or better. The mean grade point average of those students receiving a "C" grade ranged from a 2.75 to a 2.95 with a cumulative mean grade point average of 2.83. Those students receiving a "D" or an "F" had a mean grade point average ranging from a 2.49 to a 2.78 with a cumulative of 2.61. The range in mean grade point average between those students receiving "A" and "B" grades as compared to those receiving "D" and "F" grades ranged from a .45 for the Spring 70' semester to a .82 for the Spring '69 semester with a cumulative range of .66. There was a .22 cumulative mean average spread between those students receiving a "C" grade and those students receiving "D" or "F" grades.

STUDENT RESPONSE

A questionnaire concerning the Credit-No credit option was mailed to all students who elected a course with this option. Sixty-three(25%) of the questionnaires were returned. Most of the students responding took the time to provide thoughtful answers and to explain their particular situation and their reaction to the Credit-No credit option.

Although the students gave many responses concerning grading practices, teaching, and the curriculum, the results indicated a general satisfaction with the Credit-No credit plan as it is now instituted. Approximately 40% of the students (25 students) chose the Credit-No credit option in order that they might explore courses outside their major area of interest; Approximately 60% (36 students) indicated they chose the option because of the reduced pressure factor and about 40% (25 students) listed maintaining their present grade point average as a factor in their electing the Credit-No credit option.

Approximately 60% of the students responding indicated they did as much work for C/NC as they would have if the course had been taken on a regular basis. Twenty-three of the 63 students thought they did less work; four thought they worked more.

About 80% indicated that the Credit-No credit option did reduce pressure. At least nine students further emphasized the point by qualifying their answers with such statements as "very much" and "definitely". But about only one-half of the students indicated that the C/NC plan lightened their course work noticeably.

Fifty-eight of the students indicated satisfaction with the option. Often student response indicated satisfaction even when a NC had been reported for a "D" grade. Of the five students indicating dissatisfaction, only two it appeared had a legitimate complaint. One stated that it "wasn't serving its purpose" but he failed to elaborate further on this. The other responded and further explained:

"The questions are difficult for me. I failed my course while getting a 3.76 grade point. I was trying to skim by with a "C" and missed. I took the course for the lecture. It was very interesting. Unfortunately the tests were detailed to a point that they covered facts that I had neither the desire nor the time to learn. I'm sure they were relevant to a History major but I took the course for the more general viewpoint and as a break from English courses. The whole thing was a miscalculation on my part. I studied very little for the course".

Another student expressing dissatisfaction actually expressed satisfaction with the general concept of Credit-No credit. He stated, "I am not satisfied because it is not consistent with the system--all courses must be offered with this option left to the student". The other two who expressed dissatisfaction gave reasons which in fact were inaccurate or irrelevant to the Credit-No credit option; e.g. cannot take general requirements for C/NC or "all my courses were a waste of time". But in the final anaylsis over 90% of the students expressed satisfaction with the present Credit-No credit option.

Again the response to the question, "Would you elect another course on this basis?" was an unanimous "yes". Only three of the sixty-three students responded "no" to this question and one of these was due to the fact that "it was too late in her college career".

Even though the response concerning the satisfaction of the Credit-No credit option was an unanimously affirmative one, many of the students did give responses to the questions concerning any problems experienced, any advantages or disavantages, any changes recommended, and comments in general.

While eighteen students said they experienced no problems with the C/NC option, other students indicated several problems. These included not receiving grade points for a "D" grade (11), unable to change to a regular grade basis

later(4), one student mentioned that it was a problem choosing the right class for the C/NC. However the most frequent experienced problem with the C/NC option has been the false sense of security created by the option (10). Apparently one has the tendency to "slack off" or to not attend class. This was expressed as follows:

1) "It's too easy to get far behind in that course work and if one gets too far behind one starts worrying about a grade anyway, particularly a failing one"
2) "Made no real effort-got a "D".
3) "My only problem occurred initially when I over-estimated my ability to learn only through lectures. The first examination proved that it was necessary to study the textbook as well".

Among the advantages of the C/NC option the students listed grade worry reduced(35), freedom of exploration(17), more time for other study(7). Other students mentioned such factors as;

1) "Not having to worry about details",
2) "One could take more hours"
3) "Flexibility in one's study habits"
4) "Learn for the sake of learning"
5) "Good for those who don't feel they are a genius in every field"

Disadvantages mentioned were false sense of security(10), not receiving grade credit for a "A" or "B"(9), must make a "C" for credit(5). Ten students indicated no disadvantages. Some other responses to the question concerning disadvantages are as follows:

1) "With an easy course and a bad teacher one could do nothing and still pass"
2) "No evaluation for graduate school"
3) "One can underestimate himself"
4) "The program is not publicized enough"
5) "Credit-No credit grades are practically meaningless"
6) "Can't be changed to a regular basis"
7) "Got a "B" because I worried about getting a "C"

Although nine students indicated they would make changes in the C/NC

option and one student said he would limit the program to seniors only, many expressed an interest in an expansion of the option. These are being grouped as follows:

1. Grading

   A. Credit for a "D" (11). One student suggested giving "D" credit but restricting the courses which could be taken C/NC. Another suggested grades A-C be allowed for transfer credit, a "D" however being credit at UMKC.

   B. Give "A" and "B" grades if earned in C/NC option courses(9).

2. Courses

   A. Include major (7)
   B. Allow more courses (3)
   C. Allow more than one course per semester (1)
   D. All courses should be on C/NC (1)

3. Hours

   A. Allow more hours (2)
   B. Allow more than one course per semester (1)

4. Regulations, General

   A. A week grace period to go in and out of C/NC (1)
   B. Allow switch from C/NC to regular grade basis (3)
   C. Include Freshmen (1)
   D. Make sure the instructor doesn't know who is electing C/NC (3)

One student commented that the grade should be included on the final grade card but not on the transcript, and another student indicated a need for more information in advance to be given on the advantages and disadvantages of the C/NC option.

DISCUSSION

A total of 254 students elected a course on the Credit-No credit option in the three semester it has been offered. Twenty-six percent of the students were sophomores, thirty-six percent were juniors and thirty-eight percent were

seniors. There was a progressive increase in the percentage of those receiving credit as to their more advanced class ranking e.g. 80% of the seniors received credit, 73% of the juniors, and 70% of the sophomores. Also there was a sizeable increase in the number of students repeating the option in each of the successive semesters. Six students who elected this option in the fall '70 semester had selected this option in the spring '69 semester. Twenty-nine students electing this option in the spring '70 semester had chosen this option previously.

The overall academic achievement level, as determined by cumulative grade point average of students electing C/NC was 2.986, almost a "B" average. There was little difference (.22) between the mean grade point average of those students who received credit for "C" work and those students who received either a "D" or "F". However as might have been anticipated, the mean g.p.a. of students was in descending order according to letter grade received in their C/NC course. This would seem to indicate that the amount of work and quality of performance of the individual student for a C/NC class is not substantially different than that done for a regularly graded class. In other words the accomplishment in a C/NC course is not materially different from that a student would regularly achieve. Further the fact that 42% of the total number of students electing C/NC received a letter grade of "A" or "B" before the grade was translated to "Cr", provides additional evidence to support this statement.

A majority of the students responding to the questionnaire on C/NC indicated that they did as much for the C/NC course as they would have if the course had been taken on a regular basis. As indicated previously, this was borne out by

the grades earned before the Registrar's translation to Credit or No credit. Also a large majority indicated that the C/NC option reduced some of the pressure for the grade. Perhaps these two reactions might be combined as follows: a majority of the students electing a course on the C/NC option indicated that while they did as much work for the course, some of the pressure they would have ordinarily been under was reduced.

At the low of the grading scale, i.e., NC, more "F's"(26) than "D's" (19) were received, eighteen withdrew from the course recognizing that NC would not affect the grade average adversely, it is possible that some students decided not to put forth the effort involved to receive credit, and from an analysis of the students responses it is possible that some overestimated their ability and underestimated the quality of work required for a "C" grade, started poorly in the course "fell behind" and "gave up". Others apparently were not primarily concerned about the credit in the first place. They may have wanted only one particular aspect of the course. In some cases of this nature, it would appear that an "audit" would have served the purpose as well or better.

Over 90% of the students responding to the questionnaire indicated a high degree of satisfaction with the present C/NC option. Practically all of the respondents indicated that they would elect another course of this basis.

Aproximately 40% of the students responding to the questionnaire indicated they elected the C/NC to protect their grade point average, and another 40% indicated their desire to explore in fields outside their major. Approximately 60% indicated reduced pressure as a factor. Some responses such as "To meet

a requirement", or "I didn't want any down hours", or "Deficient in Math" make it difficult to determine the exact or primary reason for electing the Credit or No credit option.

Nearly half of the students used the C/NC option on a course which was a general requirement. While this could not be objectively considered as using the option for exploration, some students considered it in this light because the elected course was outside of their major area of interest. The advantage of reducing pressure in an unfamiliar area, of an area in which the student has little interest and/or aptitude, might be a more accurate way of viewing the use of the option for a required course. Some genuine exploration was done by a few students who elected courses in disciplines far removed from their major and regular course programs.

The problem most frequently expressed by the students (10) concerning the C/NC option was the false sense of security they felt was created by it initially. The problem also mentioned specially almost with the same frequency (9) was not letting letter grade "credit" for "A" or "B" under the option. But since 106 students received either an "A" or "B", relatively speaking, it would appear that this is not a significant disadvantage.

In this same respect one student who received credit for an "A" grade and viewed the option favorably remarked;

1) "The only problem I encountered was receiving an "A" in the course and only getting 5 hours of credit instead of 5 hours of "A".

Another student remarked;

2) "Oddly enough, my overall grade point average was hurt by the option as I received an "A" in the Credit-No credit course."

Most of the suggestions concerning a change in the option dealt with some

form of extension which would allow the student to change the form of grades after the start of the semester.

Most of the students had carefully considered the advantages and disadvantages of the Credit-No credit program before choosing to participate in it. It would appear then that having him discuss this option with an adviser and also the indication of such an option on his pre-advisement card is good. Of course this makes it more necessary for the adviser to be able to inform the student properly and for the student to thoroughly understand the advantages and disadvantages of this option before electing it. For example, the adviser could explain the advantages and disadvantages of an "audit" over Credit-No credit; he could indicate as noted in this study that one of the major disadvantages of the option was that the students might have the tendency to "slack off" or to underestimate the course and fail to receive Credit in it. This could be especially meaningful in the choosing of a general requirement course. If a student chose a general requirement course on a C/NC basis and received a "D" grade, at least he would received credit for the course and he would not have to repeat it in order to meet a general requirement.

A student who used the option to explore areas he might not have studied otherwise made the following observation:

> "I could put in more effort on the other 5 subjects and still earn a "C" in the C/NC course... I could carry 18 hours, earn a 3.4 for the semester and still become enlightened on a course I would never have taken otherwise ....it allowed me to learn about a subject without the hard driving necessary to earn grades, I will continue to use it. In my own case it worked fine. I didn't need the course I opted for. I was only interested in learning how people can be so **** narrow. I found out some answers. Learned some about ******* and got 3 hours credit that I really didn't need.....I probably would have never just audited the course because I like to receive something for my efforts".

Another student remarked, "Not only did it reduce pressure but it enhanced learning."

Several students sounded warnings concerning possible pitfalls or disadvantages of the C/NC. They suggested educational problems related to the option:

> "If the pass-fail were extended to all courses, the quality of education would be diluted, but when limited to one or two courses per semester I see no problem. Also, I would oppose allowing the pass-fail for a course in a student's major."

Another student said after he took the course , he decided to double major and had trouble getting this course (C/NC) to count towards his major.

Some disparity between the "hoped for" and the "experienced" situation as well as the "grade hang-up" was revealed by the student who saw the greatest advantage being the opportunity for:

> "Taking a course you'd like to take for pure knowledge without the pressure of getting an "A" or "B" for the g.p.a. (even a "B" would lower my over-all g.p.a. a little, so C/NC was ideal)"

And another student ;

> "Course wasn't as hard as expected and got a "B" but wasn't figured in my g.p.a..

However a temporary laziness or false sense of security seems to have to be overcome:

> "I figured anybody can get a "C" the load was lighter at first but due to bombing on the mid-term, I had to worque harder to bring it up at the last....I knew a "D" would certainly not be enough and for awhile I was worried about getting just a "C"; eventually I got into the swing of it and received a "B"; so actually, I worked harder in the long run."

And another student remarked;

> "...not a good idea for goof-off"

Some students had complaints concerning the registration procedures for C/NC:

> "Problem at Registration is too much red tape."

And another;

> "To register in a course in this program, I have to wait in lines during registration for about an extra 45 minutes, contend with more confusion, and have to argue with students handing out course cards to give me one."

Some students suggested the need for advisers to counsel students carefully regarding this option:

> "thought he got credit with "D" so thats what he strived for but found out too late it had to be a "C". He would rather had taken this off C/NC and got by with "D"."

All these comments are valuable and give insight into the actual operation of the Credit-No credit program in the academic lives of the students who participated in it.

Some observations related to the results of this study might well be made here:

1. The students electing a course on the Credit-No credit option were for the most part better than average students. With a mean g.p.a. for the group of 2.986, it is obvious that most of the students were regularly earning above "C" grades. Since 147 of the students electing a C/NC course received a letter grade of "C" or below, it would appear that slightly over half of the group (58%) did less work than they would have otherwise. In other words, the release from pressure for a grade or anxiety over damage to g.p.a. by C/NC allowed a student to "slack off". He could afford to accept a grade which he would not have earned otherwise. Another possible interpetation that the grade might have been a motivating factor for improved performance.

2. All participants seem quite satisfied with the arrangement whereby the grade is converted to C/NC by the Registrar. At other schools where Credit-No credit has been introduced but the C/NC is given by the instructor, so many problems have been encountered that they are planning to go to this kind of arrangement.

3. As is found in evaluation of the Credit-No credit option at other schools,

students, at UMKC are generally satisfied with the option and support and urge its continuance. At the same time they recognize that it has its disadvantages as well as its advantages, and that it should be used carefully and with discretion.

4. Not only is C/NC not the panacea for academic ills, but also it does not seem to be the means for wide exploration outside of one's major field that many initially claim it to be. UMKC's experience in this again follows the experience of other schools who have begun evaluations of their programs.

5. Courses outside of the general requirements elected C/NC were primarily in the Social Sciences and in the Humanities.

6. No physical education activity courses were elected on the C/NC option.

SUMMARY

The Arts and Sciences students who elected a course on the Credit-No credit basis in the Spring semester 1969 were generally better than average students. These students used the option primarily to reduce the pressure for a grade but many students (about 40%) indicated the desire to explore outside their area of interest as the primary motive.

While most students indicated that they did as much work in the C/NC course as they would have in a regularly graded course, they also indicated that the option did reduce some of the pressure for a grade. Practically all of the students were very satisfied with the C/NC option and indicated that they would elect another course on this basis.

NOTICE

The faculty of the College of Arts and Sciences has approved a credit-non credit option for Arts and Sciences undergraduate students. Approved for an initial trial period of two years beginning with the spring semester 1969-70, the purpose of the credit-non credit option is two fold:

1) to encourage the student to attempt courses which he might otherwise hesitate to try and/or to explore areas outside his major; thus broadening and enriching his undergraduate experience and 2) to reduce some of the pressure and competitiveness for grades.

The credit-non credit option is as follows: An Arts and Sciences undergraduate student may elect one course per term on a credit-non credit basis and not to exceed a total of six courses. A grade of "C" or better must be made in order for credit to be allowed; "D" and "F" grades receive no credit. (No distinction is made between credit-non credit students and regular students in a course. Instructors assign letter grades to all students on the grade sheet. If the course has been taken on a credit-non credit basis, the letter grade is translated to credit-non credit by the Registrar)

This grade option is subject to the following regulations:

1. Courses in the student's major and Freshman English may not be taken on the credit-non credit basis. In addition the student's major department may designate other courses required of their majors to be excluded from this option.

2. Students electing the option must be of sophomore standing at least.

3. Students electing the option generally must be in good academic standing. A student on probation may take a course on the credit-non credit basis only with the prior approval of the dean.

4. Students must elect the course on credit-non credit basis at the time of their initial registration for the term during the regular registration period.

5. Courses elected on the credit-non credit basis may not be changed after initial registration to regular grade basis.

6. Courses elected on credit-non credit basis are subject to regular academic regulations, regarding course load, withdrawal, change to audit, prerequisites, etc. A course cannot be repeated on credit-non credit option.

Students interested in electing a course on the credit-non credit basis should consult their major department and/or adviser concerning the feasibility and desirability of this option in their program. The course on the student's program card (and advance advisement card, if any) should be clearly marked if credit-non credit option is elected and indicate adviser's approval.

Approval for a credit-non credit course does not constitute registration on a credit-non credit basis.

To register in a course on a credit-non credit basis, the student gets a regular class card at the Class Card Station and then goes to the Class Card Control Station to complete a special form for registration on a credit-non credit basis. A copy of this form is returned to the student as his record of his registration on a credit-non credit basis.

The credit-non credit option applies to Arts and Sciences students in Arts and Sciences courses only.

January 6, 1971

Dear

A continuing study is being made concerning the Credit-No credit option offered for the first time in the College in the Spring semester 1969. I believe that the attitudes and reactions of students who elected a course with this option should be an important part of the study.

As one of the students electing to take a course on the Credit-No credit basis in the 1969-70 academic year, it would be most helpful to have your opinions. I would appreciate it if you would fill out the enclosed questionnaire and return it to me at your earliest convenience.

Sincerely yours,

Mary F. Merryman
Assistant Dean

QUESTIONNAIRE ON C/NC OPTION

College of Arts & Sciences

1. Why did you select the Credit-No credit option?

2. Did you do as much work in the Credit-No credit course as you would have if the course were on a regular basis?

3. Did you find that electing a Credit-No credit course reduced the pressure for a grade?

4. Did you find that electing a Credit-No credit course lightened your course load noticeably?

5. What, if any, problems did you experience with the Credit-No credit option? What problems might you anticipate?

6. Did you feel satisfied, generally, with the Credit-No credit option? Please explain briefly.

7. What do you think is the biggest advantage of the Credit-No credit option? The biggest disadvantage?

8. Would you elect another course on this basis?

9. What changes would you like to make in Credit-No credit?

10. Other comments or observations regarding Credit-No credit?

ATTACHMENT 111

Courses Elected C/NC, Fall 1969

General Requirements:

Art 110 - Introduction to Visual Arts
Biology 101 - Introduction to Biology
Chemistry 212 - General Chemistry 1
Chemistry 222 - General Chemistry 11
French 110 - Elementary French 1
French 120 - Elementary French 11
German 110 - Elementary German 1
German 211 - Second Year German Reading 1
Geology 110 - Earth Science
Geology 220 - Physical Geology
History 110 - Foundation of World History 1
History 210 - Foundation of American History 1
Philosophy 210 - Fundamentals of Philosophy
Philosophy 222 - Fundamentals of Logic
Physical Science 110 - Foundation of Physical Science 1
Physical Science 120 - Foundation of Physical Science 11
Social Science 210 - Foundations of Social Science 1
Social Science 220 - Foundations of Social Science 11
World Literature 210 - Foundations of World Literature 1

Other Introductory or Lower Division Courses:

Art 213 - Intermediate Drawing and Painting 1
Economics 210 - Introduction to Economics 1
English 202 - Advanced Composition
English 211 - Introduction to British Literature 1
General Engineering 130 - Digital Computers 1
Mathematics 110 - Fundamentals of Mathematics 1
Mathematics 210 - Calculus 1
Mathematics 215 - Finite Mathematics
Political Science 210 - Introduction to Political Science

Junior-Senior Level Courses:

Art 318 - Nineteenth and Twentieth Century Art
Chemistry 310 - Terminal Organic Chemistry
Economics 335 - Macroeconomic Analysis
English 450 - Special Readings
German 315 - Intermediate Conversation and Composition 1
History 326 - American Negro History
History 331 - Modern Europe 1
History 418 - Graeco-Roman Civilization 1
History 423 - Recent American History
History 490 - Special Topics and Readings
Mathematics 310 - Advanced Analysis 1
Philosophy 330 - Nineteenth Century Philosophy
Philosophy 332 - Phenomenology and Existenialism
Political Science 321 - Political Parties
Political Science 322 - The Politics of Civil Liberties
Political Science 342 - American Political Thought
Psychology 412 - Social Psychology
Sociology 369 - Industry and Society
Sociology 460 - Political Sociology
Speech 437 - Playwrighting 1

ATTACHMENT IV

Courses Elected C/NC, Spring 1970

General Requirments

Art 110 - Introduction to Visual Arts
Biology 101 - Introduction to Biology
Chemistry 222 - General Chemistry II
French 110 - Elementary French I
French 120 - Elementary French II
French 221 - Second Year French II
German 120 - Elementary German II
Russian 120 - Elementary Russian 11
Spanish 221 - Second Year Spanish 11
Geology 110 - Earth Science
Geology 230 - Historical Geology
History 110 - Fundamentals of World History 1
History 120 - Fundamentals of World History 11
History 220 - Fundamentals of American History 11
Philosophy 210 - Fundamentals of Philosophy
Philosophy 222 - Fundamentals of Logic
Physical Science 110 - Foundation of Physical Science 1
Physical Science 120 - Foundation of Physical Science 11
Physics 220 - General Physics 11
Social Science 210 - Foundations of Social Science 1
World Literature 220 - Foundations of World Literature 11

Other Introductory or Lower Divison Courses:

Economics 210 - Introduction to Economics 1
English 220 - Theory and Practice of Composition
Mathematics 110 - Fundamentals of Mathematics 1
Mathematics 120 - Fundamentals of Mathematics 11
Mathematics 215 - Finite Mathematics
Political Science 210 - Introduction to Political Science

Junior-Senior Level Courses:

Economics 325 - Microeconomic Analysis
English 355 - The Novel 1800-1900
English 450 - Special Readings
German 325 - Intermediate Conversation and Composition 11
History 319 - History and Civilization of the Middle East 1
History 339 - Russian and Soviet Foreign Policy
History 383 - History of the Exact Sciences
History 421 - United States in the Progressive Period
History 427 - Medieval Civilization 11
History 434 - American Civil War and Reconstruction
History 490 - Special Topics
Philosophy 320 - History of Western Philosophy 11
Philosophy 323 - Symbolic Logic
Philosophy 325 - Aesthetics
Philosophy 441 - Social Philosophy 1
Philosophy 445 - Contemporary Philosophies
Philosophy 446 - Philosophy of Language
Political Science - Comparative Politics and Techniques of Social Control
Political Science 322 - The Politics of Civil Liberties
Political Science 335 - United States Foreign Policy
Political Science 344 - Jurisprudence
Psychology 316 - Quantitative Methods in Psychology
Psychology 323 - Theory and Methods of Personality
Sociology 310 - Social Setting of Behavior
Sociology 311 - Social Pathology
Sociology 325 - Acculturation of the American Indian
Sociology 420 - Control of Crime and Delinquency